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| Title | Dates |
| **Reading**: Elements of Fiction: Plot, Characterization, Setting, Theme  **Reading**: Related non-fiction, poetry, and folklore  **Writing**: Compare/Contrast fiction and nonfiction; Imaginative Story, Letter to the Author  **Speaking/Listening**: Collaborative Groups; Class Discussions; Group Multimedia Project/Presentation | 10/9/2012-11/16/2012 |

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| R | S | # | TEKS | Examples/Specifics | Student Friendly Learning Target |
|  |  | 1 | **Reading**/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. | Ways to get better at making reading aloud sound like natural speech:   * [Textbook on CD](http://www.adlit.org/article/65) * [Partner Reading](http://www.adlit.org/article/27878) * [Rereading Think-Aloud](http://www.adlit.org/strategies/22735) | I can read and understand grade-level texts. |
|  |  | 2 | **Reading**/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: | Understand new vocabulary:   * [Frayer Model](https://docs.google.com/a/bisdmail.net/document/d/1XB0DQrUeZJYcmrpeuvA8prWR2wgVSvlMB8dMCfqQGd8/edit)   Use roots and affixes to figure out what words mean:   * [Latin and Greek Roots](https://docs.google.com/a/bisdmail.net/document/d/1e4ZQD58iRDoisO6ulajElsO3d8O5GBuybAXg0IT3xmc/edit)   Use context to figure out what unfamiliar or multiple meaning words mean:   * [Context Clues Worksheet](https://docs.google.com/a/bisdmail.net/document/d/1Y2-YsDGS2uNp-xa9eyoNpZp_8cUgVjgXahXn1HM2t8s/edit)   Use print and electronic resources to learn about words:   * [Online Dictionary](http://www.merriam-webster.com/)   Know what foreign words and phrases like "RSVP and "que sera sera" mean:   * [Common Foreign Words and Phrases Flashcards](http://quizlet.com/1083584/common-foreign-words-and-phrases-flash-cards)   Understand that analogies are about relationships between sets of words:  Compare to ratios in math -- the relationship between the first set of words is the same as the relationship between the second set. | I can also adjust my reading rate depending on my audience and type of text. |
| R |  | 2A | determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; | I will determine the meaning of grade-level academic English words that come from Latin, Greek, or other languages. |
| R |  | 2B | use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; | I can use words and clues from the passage to figure out the meaning of unfamiliar words. |
|  |  | 2C | complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: \_\_\_\_ or pen:ink as book: \_\_\_\_\_); | I can complete analogies that compare the relationships between words and concepts using part of something to the whole or whole to the part. |
|  |  | 2D | explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and | I can explain the meaning of foreign words and phrases commonly used in English |
| R |  | 2E | use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. | I can use a variety of sources, both printed and electronic, to determine word meanings, syllables, pronunciation, synonyms, antonyms, and parts of speech. |
|  |  | 6 | **Reading**/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: | * Story Elements Resources:   + [Cinderella Interactive](http://www.learner.org/interactives/story/cinderella.html)   + Teaching story elements with picture books: [Link1](http://www.proteacher.net/discussions/showthread.php?t=113112), [Link2](http://www.proteacher.net/discussions/showthread.php?t=113112)   + [Plot line](https://docs.google.com/a/bisdmail.net/document/d/1bWMaAixTc1nDkYVRTfFbtNxGrPhNz_5jMqu2STkEVRY/edit)   + [Characterization1](https://docs.google.com/a/bisdmail.net/document/d/1kS8TyeSKYpEZgx0ZpKwuFm1YjmgjgwZnG_bKRtyzkL4/edit)   + [Characterization2](https://docs.google.com/a/bisdmail.net/document/d/1ROLnNQuumRkZY9MsgTIMGLIHgPw-jyTmVOnNOqqCQ3A/edit)   + [Characterization3](https://docs.google.com/a/bisdmail.net/document/d/1ws9BNtmSulYC_rcCvKePU_jE3wosnsehg4iwwKIvkBs/edit)   + [Story Map](https://docs.google.com/a/bisdmail.net/document/d/1rTorvVZtQW7ChEflJ5vOMXhAs_o--li-VnmN3vhYMgU/edit)   + [Story Elements Graphic Organizer](https://docs.google.com/a/bisdmail.net/document/d/1JmwR5zblPESMP5wnIYMP7XZz5fb9cB01QtAai5mP-LA/edit) |  |
| R |  | 6A | summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; |  |
|  | S | 6B | recognize dialect and conversational voice and explain how authors use dialect to convey character; and | * recognize the dialect and conversational voice an author uses to show the reader more about the character. | I can recognize dialect (language spoken in a particular area or by a particular group) and discuss how authors portray their characters through speech. |
|  | S | 6C | describe different forms of point-of-view, including first- and third-person. | Point of View: Identify 1st and 3rd person point of view using pronouns:   * 1st person (autobiography, memoirs)   + I, me, we, us * 3rd person (biography)   + he, she, they * Textbook, p. 192 * Point of View and characterization   + [Notes](https://docs.google.com/a/bisdmail.net/document/d/1RQlF4bAMLyy1a8RORvDFzjsgtWVhFQsj4twDiGaLojQ/edit) and [Key](https://docs.google.com/a/bisdmail.net/document/d/1XJ_A5goU9Z39FE8U2GoHlJM8cO_5XLYWQEpXe3JMeP0/edit) * Point of view and characterization [quiz](https://docs.google.com/a/bisdmail.net/document/d/1bgD42yJHZqPtbf10maEBlivmssrgwK8uILX6yd6cZXk/edit) | I can describe the different points of view from which a story is told. |
| R |  | 8 | **Reading:**  Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. | * explain how the author uses stylistic elements like refrain to create meaning or emphasis in the story. * explain how the author uses figurative language to create meaning in the story   + Figurative language [game](https://docs.google.com/a/bisdmail.net/document/d/1wnwiibM4TqOgc8rxrWOuVji2rCMCvV9ISI-d6ZHayEc/edit)   + Figurative language [quiz PPT](https://docs.google.com/a/bisdmail.net/presentation/d/1Abq8Z-DeB0RwCTikiJK8XtX09xbrWuP0KcxPtxVJino/present?ueb=true) | I can explain how an author uses figurative language and imagery that appeals to the senses in order to express the text's meaning.  I can use examples from the text to support my analysis. |
|  | S | 9 | **Reading:**  Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic. | * analyze different author’s purposes in different genres. | I can compare and contrast the reasons different authors write about the same subject. |
| R |  | 10 | **Reading:**  Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: | * analyze expository text. * use text evidence to provide proof. * [Reading Strategies](http://www.internet4classrooms.com/grade_level_help/informational_text_reading_strategies_language_arts_sixth_6th_grade.htm) for Different Texts * [Preview Checklist](http://www.uen.org/Lessonplan/preview.cgi?LPid=13700) for reading (lesson) * [3-2-1 Strategy](http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html) (lesson) * [Strategic](http://www.education.com/reference/article/strategic-reading-expository) Reading |  |
|  |  | 10A | summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; | * understand that summarizing does not include opinions. | I can summarize the main idea of a text and the details that support the main idea without using my personal opinions. |
| R |  | 10C | explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and | * explain how the author uses organizational patterns to help develop the main idea and the author’s viewpoint. | I can explain how authors organize their writing in different ways to develop their views and main ideas |
| R |  | 10D | synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. | * synthesize and make connections between the ideas found in one text and similar ideas found in different kinds of texts. | I can synthesize and make connections between the ideas found in one text and similar ideas found in different kinds of texts. |
|  |  | 13D | **Reading:**  Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: analyze various digital media venues for levels of formality and informality. | * analyze a variety of digital media and determine whether they are formal or informal * analyze how words, images, graphics, and sounds work together in various forms to impact meaning   Suggested types of media:   * Internet * Online Magazines/ newspapers * Websites * Blogs * Social media * Email   Other digital venues   * Texting * Video * audio | I can analyze how formal and informal different types of digital media are.  I can analyze a variety of digital media and determine whether they are formal or informal.  I can analyze how words, images, graphics, and sounds work together in various forms to impact meaning. |
|  |  | 14 | **Writing**: Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: | **TIP:** Use writing folders to save writing for later review, revision, and publication.   * compose a letter to the author. * compose a compare and contrast paper. * compose an imaginary story. |  |
|  |  | 14A | plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; | **Pre-writing activities**: narrowing topic, organizing ideas (graphic organizers, Thinking Maps, etc.): organize ideas and use supporting details to elaborate.   * select a manageable topic for writing. * develop a controlling idea * [Inverted Triangle](http://msmcclure.com/?page_id=6313) for narrowing topics * Thinking Map or Web for details * select a topic and a controlling idea for my letter to the author. * select a topic and controlling idea for my compare and contrast paper. * select a topic and a controlling idea for my imaginary paper. | I can create a first draft by determining what genre best fits the writing situation.  I can create a first draft by using strategies to pick a topic.  I can create a first draft by determining what my thesis or main idea will be. |
|  |  | 14B | develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; | **Drafting**: compose a personal narrative with a clearly-defined focus.   * organize my draft and use details to extend my ideas. * develop a rough draft for my letter to the author by using organizational strategies and details. * develop a rough draft for my compare and contrast paper by using organizational strategies and details. * develop my imaginary story by using organizational strategies and details. | I can organize my draft in different ways to create a focused, organized and well thought out piece of writing.  I develop my ideas into a well-thought out piece of writing |
|  |  | 14C | revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; | **Peer Review**: give and accept constructive criticism.  [Peer Review: Narrative - ReadWriteThink](http://www.readwritethink.org/classroom-resources/lesson-plans/peer-review-narrative-122.html)  **Revise**: revise for great word choice.  revise for better comprehension. | I can revise my draft to better address my purpose, audience, and genre.  I can revise my draft to make the meaning clear, improve my style, and vary my sentence structure. |
|  |  | 14D | edit drafts for grammar, mechanics, and spelling | **Edit**: nouns and correct sentence punctuation | I can edit my writing to correct mistakes in grammar, mechanics, and spelling |
|  |  | 17 | **Writing**: Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: | * write a letter to the author for specific purposes. * [Persuasive Writing: Loaded Words](http://www.readwritethink.org/search/?grade=14&resource_type=6&learning_objective=41) * Informational Writing connected to [The Cay](http://www.readwritethink.org/classroom-resources/lesson-plans/ribbean-island-study-30636.html) * Persuasive [Podcast](http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html) * [Compare/Contrast](http://www.readwritethink.org/classroom-resources/lesson-plans/creative-communication-frames-discovering-10.html?tab=4) Writing and Art * Persuasive writing using Avi's [Nothing But the Truth](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-free-speech-persuasion-394.html) * ["Glogging"](http://www.readwritethink.org/classroom-resources/lesson-plans/glogging-about-natural-disasters-30836.html) * [Making fiction into news articles](http://www.readwritethink.org/classroom-resources/lesson-plans/imagine-that-playing-with-311.html) and vice versa * [Research Papers](http://www.readwritethink.org/classroom-resources/lesson-plans/picture-books-framing-texts-306.html) for Struggling Writers * [Writing Prompts](http://www.internet4classrooms.com/grade_level_help/writing_writing_prompt_language_arts_sixth_6th_grade.htm) |  |
|  |  | 17B | create multi-paragraph essays to convey information about the topic that: | * create many paragraphs to give information in my compare and contrast paper. | I can write informal letters that express ideas and information, have a closing, and follow letter-writing conventions. |
|  |  | 17C | write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); | * write a letter to the author including important information. * use correct conventions in my letter to the author. | I can write responses to literary and expository texts and use examples from those works to show that I understand the texts. |
|  |  | 17D | produce a multimedia presentation involving text and graphics using available technology. | * work in collaborative groups to create a [multimedia presentation](http://bisd-it.wikispaces.com/6th+Grade) with text and graphics. * [Example Technology Lesson](http://www.livebinders.com/play/play_or_edit/406684?tabid=fc820084-3e49-c6f6-955b-32bd1bd00097) | I can use technology to produce multimedia presentations that have both text and graphics. |
|  |  | 19A | **Writing**: Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A)  use and understand the function of the following parts of speech in the context of reading, writing, and speaking: | * use and understand the following parts of speech when I read, write, and speak: | I can use and understand the following parts of speech when I read, write, and speak: |
|  |  | 19Aii | non-count nouns (e.g., rice, paper); |  | non-count nouns, such as rice or paper, |
|  |  | 19Aviii | subordinating conjunctions (e.g., while, because, although, if); and |  | predicate adjectives and comparative and superlative forms of adjectives, |
|  |  | 20 | **Writing**: Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: | Editing   * Write Source, p. 626-629 * use appropriate capitalization and punctuation in my composition. |  |
|  |  | 20Bi | (B)  recognize and use punctuation marks including: (i)  commas in compound sentences |  | I can recognize and use punctuation marks including commas in compound sentences, |
|  |  | 20C | use proper mechanics including italics and underlining for titles of books. |  | I can correctly use mechanics including italics and underlining for book titles. |
|  |  | 26A | **Listening/Speaking**: Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective | * Have audience use a plus/delta for each peer presenter/group * Teach audience etiquette | I can listen to and interpret a speaker's verbal and nonverbal messages.  I can ask questions to clarify the speaker's purpose and perspective; |
|  |  | 27 | **Listening/Speaking**: Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. | * Allow the speaker/group to take questions * Practice good public speaking characteristics with groups * Create a rubric for speaking characteristics | I can give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. |
|  |  | 28 | **Listening/Speaking/Teamwork**: Students work productively with others in teams...Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement. | * Jigsaw Cooperative Learning Technique: [Using the Jigsaw Cooperative Learning Technique - ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning-30599.html) | I can participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement. |
|  |  | RCS-A | **READING COMPREHENSION:** establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension: | * Before Reading Strategies: [K-W-L Chart](http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension), [SQ3R](http://www.studygs.net/texred2.htm), [Anticipation Guide](http://www.readingrockets.org/strategies/anticipation_guide) | I can establish purposes for reading selected texts based upon my own or others' desired outcome to enhance comprehension. |
|  |  | RCS-B | **READING COMPREHENSION:** ask **literal**, interpretive, evaluative, and universal question of text: | * During/After Reading Strategies: TALA Level 1, 2, 3 [Question Cards](https://docs.google.com/a/bisdmail.net/document/d/11gQ-6W95EixtxxLNkCssCvztbNieaiQlR-iU0JJUz4w/edit) | I can ask literal, interpretive, evaluative, and universal question of text |
|  |  | RCS- C | **READING COMPREHENSION:** monitor and adjust comprehension (e.g. using background knowledge: creating sensory images: rereading a portion aloud: generating questions): | * During Reading Strategies: [Rereading](http://findarticles.com/p/articles/mi_hb3247/is_2_38/ai_n29435463), [predicting](http://www2.ed.gov/teachers/how/tools/initiative/summerworkshop/lewis/edlite-slide013.html) * [What Effective Readers Do](http://vimeo.com/15192333) | I can monitor and adjust comprehension using strategies like background knowledge: creating sensory images: rereading a portion aloud: generating questions |
| R |  | RCS- D | **READING COMPREHENSION:** make inferences about text and use **textual evidence** to support understanding: | Making Inferences:   * [Think Alouds](http://www.adlit.org/strategies/22735) * [Teaching Inferential Reading](http://www.adlit.org/strategies/23355) | I can make inferences about text and use relevant textual evidence to support my understanding. |
| R |  | RCS-E | **READING COMPREHENSION: summarize**, **paraphrase**, and synthesize texts in ways that maintain meaning and logical order within a text: | Summarize and paraphrase for better comprehension:   * Summarizing Strategy: [Get the Gist: A Summarizing Strategy for Any Content Area - ReadWriteThink](http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html) * Paraphrasing for comprehension: [Paraphrasing: An Effective Comprehension Strategy - ReadWriteThink](http://www.readwritethink.org/professional-development/professional-library/paraphrasing-effective-comprehension-strategy-20953.html) | I can summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text. |
| R |  | RCS-F | **READING COMPREHENSION**: make connections (e.g. thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. | * Teach Making Connections   + [Resource 1](http://www.scribd.com/doc/49616022/Making-Connections-Power-Point)   + [Resource 2](http://www.jstor.org/discover/10.2307/30189562?uid=3739920&uid=2129&uid=2&uid=70&uid=4&uid=3739256&sid=56181711903) | I can make connections between and across multiple texts of various genres, and provide textual evidence |

R=Readiness Standard S= Supporting Standard

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| Key Questions for Students |
| Why do writers choose specific settings for their stories?  Why is it important for the main character of a story to have a problem (conflict)?  Are the conflicts in stories always resolved? How?  How does the reader discover the theme and/or other meanings in a text?  How do setting and point of view relate to the theme of a story?  How do writers make stories come alive?  How do writers make their characters seem real? |

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| Vocabulary | Resources |
| **Repeated vocabulary**: fluency, roots, affixes, analogies, multi-meaning words, inferences, compare, contrast, first person, third person, point-of-view, summarize, genre, literal, paraphrase  **New vocabulary**: dialect, conversational voice, figurative language (see link for all 18 words), formal and informal media, imagery, stylistic elements, informal text, expository text, main idea, supporting details, parts of speech (non-count nouns, subordinating conjunctions, compound sentences), enunciation, natural gestures, speaking rate, textual evidence, plot, exposition, rising action, climax, conflict, falling action, resolution, characterization, setting, theme | * [Adolescent Literacy Resources for Research-Based Best Practices](http://www.adlit.org/) * TALA Reading Teacher's [Sourcebook](https://docs.google.com/a/bisdmail.net/file/d/0B8_W4Z-FAwbZc2ZocHQtS1B6ejQ/edit) * Collaborative Groups: * [Link 1](http://www.readinglady.com/mosaic/tools/QARQuestionAnswerRelationshipTeachingChildrenWheretoSeekAnswerstoQuestions.pdf) * [Link 2](http://www.heinemann.com/shared/onlineresources%5CE01230%5CHarvey_Comp_Ch4websam.pdf) * [Discovery Education streaming](http://streaming.discoveryeducation.com/) * [Homepage - ReadWriteThink](http://www.readwritethink.org/) * [my.hrw.com](http://my.hrw.com/) (Literature book online) * Write Source * Literature Book * [Graphic Organizers](http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension) * Six Traits [Rubric](http://www.rubrics4teachers.com/pdf/6TRAITSWRITING.pdf) * [Text Structure](https://docs.google.com/a/bisdmail.net/document/d/1jUJc4D4qr6m1i5FV1RBH_WBOm2SLr_9NFfQyD8XEz08/edit) * [Pete's Power Point Station - A Collection of FREE Presentations in PowerPoint format for K-12 Teachers and Students](http://www.pppst.com/)(Power Point resource) * How to use a mentor text: [E-How Instructions](http://www.ehow.com/how_8216119_use-mentor-texts-teach-writing.html) * Lesson Ideas, Complete Resource for using Mentor Texts: [Writing Fix: Mentor Text Lessons](http://www.writingfix.com/Literature_Prompts.htm) * [6th grade resources](https://docs.google.com/a/bisdmail.net/?tab=mo&pli=1#folders/0B4DsvGIRO0P4R1dOSHVZcUg0OFU) |

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| Writing Ideas/ Products |
| **All of the "writing" products could be group products in the form of presentation projects or multimedia projects. It is not necessary to go through the entire writing process with every writing product:**  Compare/contrast fiction with related nonfiction  Letter to the author  Imaginative story |